Student Teaching Evaluation Report
Music Education

Student: ______________________________________

Semester: ___________________ Year: __________

Placement: (Please Circle)  First  Second  Final
A three part instrument is used to evaluate Mansfield University student teachers.

**PART IA: Evidence of Ability to Teach** (132 points)
Part I consists of an evaluation of the student teachers’ classroom performance using Mansfield University teaching competencies and performance indicators that are based on the four domains and twenty-two components described in Charlotte Danielson’s book, *Enhancing Professional Practice: A Framework for Teaching*. Student teachers can earn a maximum of 132 points in Part IA.

**PART IB: Subject Matter Knowledge & Process** (25 points)
Part IB consists of an evaluation of the student’s musical skills and teaching performance specific to elementary general music, instrumental music or choral music.

**PART II: Evidence of Ability to Reflect on Teaching** (46 points)
Part II consists of evaluations of a series of written exercises that require student teachers to reflect on their professional development as teachers. Reflection is an important key to continual growth as highlighted in the Mansfield University theme for teacher education, “Teacher as Reflective Decision-Maker.” Student teachers can earn a maximum of 46 points in Part 2.

University supervisors assign midterm grades using the performance indicators “Satisfactory” or “Unsatisfactory.” Midterm grades are based on the supervisor’s professional judgment of the student teacher’s knowledge, skills, and dispositions as demonstrated in the first student teaching assignment. Final grades are based on the accumulated evidence of the student’s performance from the entire student teaching experience and total earned points in Part I - II evaluations.

Total earned points in Parts I and II evaluations correspond to the following scale. When student teachers have insufficient opportunities to demonstrate any Part I competency, the grading scale will be adjusted accordingly.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>189-203</td>
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<tr>
<td>A-</td>
<td>183-188</td>
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<tr>
<td>B+</td>
<td>174-182</td>
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<tr>
<td>B</td>
<td>168-173</td>
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<td>B-</td>
<td>162-167</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>142-151</td>
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<tr>
<td>F</td>
<td>141 and below</td>
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</table>

Student Teacher Signature____________________________________ Semester & Year ____________

University Supervisor Signature___________________________________________________________

Cooperating Teacher Signature____________________________________________________________

Placement Name and Grade Received in the Placement_________________________________________
PART IA: Evidence of Ability to Teach (132 possible points)

Directions:
Cooperating teachers and college supervisors evaluate student teachers on their abilities to meet the competencies described below. More detailed descriptions of each of the domains and components can be found in Danielson’s book, Enhancing Professional Practice: A Framework for Teaching. Using the performance levels described in the Danielson rubrics, the targeted expectation for student teacher performance is “Very Good.” Student teachers are encouraged to aspire to “Outstanding” performance and “Developing” performance is considered minimally acceptable.

Performance indicators are included in Part I to describe ways of identifying each competency in classroom practice. Evaluations should be based on the student teacher’s performance in comparison to other student teachers or novice teachers beginning to teach and not in comparison to the advanced skills of an experienced teacher. The following rubric should be used in evaluating Part I performance.

6- Outstanding. Student teacher consistently and independently demonstrates exemplary teaching performance in respect to the competency.

5- Very Good. Student teacher often independently demonstrates strong teaching performance in respect to the competency.

4- Developing. Student teacher demonstrates a lack of consistent teaching performance and needs input from the cooperating teacher in respect to the competency.

3- Fair. Student teacher often fails to demonstrate performance that meets the competency.

2- Poor. Student teacher consistently demonstrates a lack of ability to meet the competency.

1- Unacceptable. Student teacher consistently demonstrates a lack of effort and ability to meet the competency.
PART IA – DOMAINS AND THEIR PERFORMANCE INDICATORS (132 points)

Domain 1: Planning and Preparation

1.A. Demonstrating Content Knowledge and Pedagogy

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators:
- Written unit/lesson/rehearsal plans demonstrate an understanding of musical content, musical skills, and course objectives
- Planning exhibits the use of a variety of activities (singing, moving, playing instruments, listening, creating, improvising, notating, reading) presented logically and in an appropriate sequence
- Written plans are aligned with the National Standards for Music Education, the Pennsylvania Standards for Arts Education, and the school curriculum
- Planning evidences knowledge of current teaching methodologies (Orff, Kodály, Dalcroze, Gordon, etc.) and the utilization of appropriate literature and materials

PDE Field Experience Performance Indicators:
- Links content to related research-based pedagogy based on sound educational psychology principles in short-and long-range instructional plans. (PDE A.1)

1.B. Demonstrating Knowledge of Students

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators:
- Planning evidences knowledge of students’ characteristics, needs, and abilities through selection of suitable repertoire, materials and activities
- Planning demonstrates the ability to build upon prior learning
- Planning capitalizes on student interests and cultural heritage through use of appropriate musical activities and literature
- Planning is adapted to address the learning needs of all students

PDE Field Experience Performance Indicators:
- Plans instruction that is responsive to the age and / or related characteristics of their students. (PDE A.3)
- Supports the growth and development of all students, particularly those traditionally underserved. (PDE F.4)
1.C. Setting Instructional Outcomes

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Performance Indicators:
- Instructional goals represent high expectations for students and reflect important learning and academic standards
- Instructional goals are clearly stated, leading to student learning, and permit sound assessment
- Instructional goals appropriately address the range and needs of all students in the class or ensemble
- Instructional goals represent several different types of learning and opportunities for integration within and across disciplines

PDE Field Experience Performance Indicators:
- Applies interpretation of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students. (PDE E.4)

1.D. Demonstrating Knowledge of Resources

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Performance Indicators
- Planning incorporates varied school and district resources for teaching
- Planning evidences use of technology resources to prepare and enhance instruction
- Planning evidences teacher initiative in using library and community resources
- Teacher demonstrates knowledge of student services available to address the learning needs of all students

PDE Field Experience Performance Indicators:
- Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals. (PDE A.5)
- Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability- appropriate. (PDE B.3)
- Uses instructional technology and assesses its impact on student learning. (PDE C.4)
- Assess existing resources and creates and / or accesses additional instructional resources appropriate for learners under their responsibility. Assess existing resources and creates and / or accesses additional instructional resources appropriate for learners under their responsibility. (PDE A.6)
1.E. Designing Coherent Instruction

**Student Teacher’s Performance** 1 2 3 4 5 6 NA

**Performance Indicators**
- Planned learning activities relate to instructional goals and academic standards (including PA Standards for the Arts and MENC National Standards)
- Instructional materials and resources support meaningful learning
- Teacher plans lessons and units that use varied grouping schemes to promote student learning
- Individual lessons and rehearsals show organizational structure and unit plans and final performances show a clear progression of student learning

**PDE Field Experience Performance Indicators:**
- Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards. (PDE A.2)
- Uses a variety of age-, gender-, individually-, culturally-, ability-, and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment. (PDE C.3)
- Applies interpretation to inform planning and instruction for groups and individual students. (PDE E.3)

1.F. Designing Student Assessments

**Student Teacher’s Performance** 1 2 3 4 5 6 NA

**Performance Indicators**
- Student assessment is aligned with instructional goals and academic standards
- Assessment criteria for assignments are clear and have been communicated effectively to students
- Results of student assessments are used to help guide planning of ongoing instruction
- Assessment means are varied and provide multiple evidences of student learning

**PDE Field Experience Performance Indicators:**
- Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs. (PDE A.4)
- Uses a variety of formal and informal assessments to measure student responsiveness to instruction. (PDE C.7)
- Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor. (PDE E.1)
- Constructs assessments to match cognitive, affective, behavioral and / or psychomotor curricular goals. (PDE E.5)
- Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy) (PDE E.6)
- Makes norm-referenced and criterion-referenced interpretations of assessment results. (PDE E.2)
Domain 2: The Classroom Environment

2.A. Creating an Environment of Respect and Rapport

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Teacher’s interactions with students are professional, caring, and respectful
- Students demonstrate respect for the teacher
- Students’ interactions with their peers are appropriate and positive
- Students’ contributions to classroom learning are valued and praised

PDE Field Experience Performance Indicators:
- Maintains and promotes a culture which values the development of meaningful, caring and respectful relationships between teacher and students, and among students. (PDE B.1)
- Promotes a positive learning environment that values and fosters respect for all students. (PDE F.2)

2.B. Establishing a Culture for Learning

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Teacher demonstrates enthusiasm for the content of instruction
- Teacher communicates high expectations for student achievement and students display pride in their work
- The atmosphere of the classroom is conducive to teaching and learning
- Students willingly participate in classroom activities and try to do high quality work

PDE Field Experience Performance Indicators:
- Creates and maintains a prepared environment as a necessary element to support optimal learning opportunities. (PDE B.2)

2.C. Managing Classroom Procedures

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Group tasks are well-designed and groups are organized and managed to promote student learning
- Transitions between activities are handled well with minimal loss of instructional time
- Teacher establishes effective routines for managing noninstructional duties (such as lunch counts) and instructional materials and supplies
- Teacher coordinates the efforts of volunteers and paraprofessionals to ensure productive use of their services

PDE Field Experience Performance Indicators:
- Developed and / or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities. (PDE B.6)
2.D. Managing Student Behavior

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Expectations for behavior are clearly communicated to students and are consistently applied
- Teacher monitors classroom behaviors and encourages students to self-monitor their own behaviors
- Teacher responses to student misbehavior is consistent, professional, and appropriate to the individual and the situation
- Classroom routines and teacher actions encourage positive classroom behaviors

2.E. Organizing Physical Space

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Within school and district constraints, teacher organizes a physically inviting classroom conducive to student learning
- Teacher organizes and maintains a physically safe classroom
- Teaching tools (such as flip charts, VCRs, and computers) are used effectively and contribute to student learning
- Teacher’s furniture arrangements in the classroom are conducive to student learning

PDE Field Experience Performance Indicators:
- Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. (PDE B.4)
- Applies safety precautions and procedures. (PDE D.7)

Domain 3: Instruction

3.A. Communicating With Students

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Teacher clearly conveys directions and procedures that are understood by students
- Teacher models appropriate and effective oral and written language use
- Teacher communicates content on a level that is understood by the students
- Teacher’s instructional uses of voice and vocabulary are effective

PDE Field Experience Performance Indicators:
- Uses effective verbal and non-verbal communication techniques. (PDE C.1)
- Clearly communicates instructional goals, procedures and content. (PDE C.10)
3.B. Using Questioning and Discussion Techniques

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Teacher’s questions are varied and encourage the students to think
- Teacher uses wait time in questioning to encourage thoughtful student responses
- Teacher employs effective discussion techniques to involve all students in the discussion
- Teacher’s questioning and discussion skills help promote active student learning

PDE Field Experience Performance Indicators:
- Uses effective questioning and discussion techniques. (PDE C.2)

3.C. Engaging Students in Learning

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Teacher presents content in ways that help students understand and learn
- Teacher designs and adapts activities and assignments to ensure they are meaningful, challenging, and appropriate to the learners
- Grouping practices support learning and promote active student engagement
- Teacher’s instruction is well-paced and uses instructional materials and resources to enhance or support student learning

PDE Field Experience Performance Indicators:
- Uses active student engagement during instructional delivery. (PDE C.6)
- Appropriately responds to unique characteristics and learning needs of diverse learners in the classroom. (PDE F.1)
- Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. (PDE F.3)

3.D. Using Assessment in Instruction

Student Teacher’s Performance  1  2  3  4  5  6  NA

Performance Indicators
- Feedback provided to students helps promote student learning
- Teacher feedback to significant assignments is individual in nature and includes substantial, constructive information
- Teacher helps students understand the progress they are making towards reaching instructional goals
- Positive reinforcement and corrective feedback to student work is provided in a timely manner

PDE Field Experience Performance Indicators:
- Provides appropriate progress feedback to students in a timely manner. (PDE C.
3.E. Demonstrating Flexibility and Responsiveness

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Performance Indicators
- Teacher recognizes when students are experiencing learning difficulties and makes appropriate instructional adjustments
- Teacher makes good use of instructional time but is able to take advantage of “teachable moments” when they arise
- Students’ needs, interests, and questions help to shape instruction
- Teacher finds ways to help individual students learn the content being taught

PDE Field Experience Performance Indicators:
- Constructs a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary. (PDE C.8)
- Actively seek, and is responsive to, constructive feedback offered by the cooperative teacher and university supervisor. (PDE C.9)

Domain 4: Professional Responsibilities

4.A. Reflecting on Teaching

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Performance Indicators
- Teacher accurately assesses the successes and shortcomings of lessons or rehearsals and uses the judgments to plan subsequent instruction
- Teacher reflects on instructional practices and seeks to continually expand teaching repertoire
- Teacher modifies teaching based on past successes and failures
- Teacher demonstrates commitment to continuous teaching growth

PDE Field Experience Performance Indicators:
- Assess their own professional growth through self-reflection. (PDE E.7)
4.B. Maintaining Accurate Records

Student Teacher’s Performance 1 2 3 4 5 6 NA

Performance Indicators
- Teacher demonstrates effective organizational and record-keeping abilities to monitor student progress toward instructional goals
- Teacher maintains effective, efficient record-keeping systems for student completion of assignments
- Teacher maintains effective, efficient record-keeping systems for managing non-instructional supplies (such as daily lunch counts and ordering supplies)
- Teacher performs record-keeping duties as evidenced by entries in plan books, grade books, report cards, and students’ report cards

PDE Field Experience Performance Indicators:
- Communicates with the cooperating teacher regarding instructional and non-instructional recordkeeping, procedures and routines, and timelines; including but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted. (PDE D.1)

4.C. Communicating with Families

Student Teacher’s Performance 1 2 3 4 5 6 NA

Performance Indicators
- Teacher recognizes the need to maintain good lines of communication with students’ families
- Teacher enlists the participation of the students’ families in the educational process
- Teacher keeps parents informed about classroom and school programs
- Teacher informs parents about students’ progress and responds professionally to parents’ concerns

PDE Field Experience Performance Indicators:
- Engage in proactive communication with families and community contacts. (PDE B.5)
- Communicates with and engages families, caregivers and the broader community. (PDE F.5)
- Assesses communication technologies to communicate with families regarding student progress. (PDE C.11)
4.D. Participating in Professional Community

Student Teacher’s Performance 1 2 3 4 5 6 NA

Performance Indicators
- Teacher maintains cooperative, supportive relationships with other professionals and paraprofessionals in the school and district
- Teacher participates in school and district events
- Teacher promotes school and district goals through instruction
- Teacher makes service contributions to school and district projects

PDE Field Experience Performance Indicators:
* Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct and contact with colleagues, families and the broader community. (PDE D.9)

4.E. Growing and Developing Professionally

Student Teacher’s Performance 1 2 3 4 5 6 NA

Performance Indicators
- Teacher seeks new knowledge about content and pedagogy to improve teaching
- Teacher stays abreast of ongoing developments in the field (including technology innovations)
- Teacher generously shares professional ideas with others
- Teacher demonstrates a disposition to being a life-long learner

PDE Field Experience Performance Indicators:
* Participates in district, college, regional, state and / or national professional development growth and development opportunities. (PDE D.3)
* Complies with school policies and procedures regarding professional dress, attendance, punctuality, and use of technology. (PDE D.8)
4.F. Showing Professionalism
Student Teacher’s Performance

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Performance Indicators
- Teacher cares about students’ academic, emotional, social, and physical well-being
- Teacher advocates for issues that improve the lives of students
- Teacher contributes time and efforts in the service of students
- Teacher demonstrates an open mind and a willingness to consider others’ viewpoints and is receptive to constructive feedback

PDE Field Experience Performance Indicators:
- Professional Practice & Conduct for educators, as well as local, state and federal laws and regulations. (PDE D.5)
- Exhibits integrity, ethical behavior, and professional conduct as stated in the PA Code of Professional Practice & Conduct for Educators” as well as local, state and federal laws and regulations. (PDE D.4)
- Avoids inappropriate relationships, conduct and contact with students. Complies with school policies and procedures regarding professional dress, attendance, punctuality and use of technology. (PDE D.6)

PART IB - SUBJECT MATTER KNOWLEDGE & PROCESS (25 points)

PLEASE COMPLETE ACCORDING TO THE SCALE BELOW. FOR EACH PLACEMENT, COMPLETE ONLY ONE OF THE FOLLOWING:
- ELEMENTARY/SECONDARY GENERAL MUSIC
- SECONDARY CHORAL MUSIC
- INSTRUMENTAL MUSIC

5 -Very Good. Student teacher often independently demonstrates strong teaching performance in respect to the competency

4 -Good. Student teacher consistently demonstrates (with little input from the cooperating teacher) adequate teaching performance in respect to the competency

3 -Developing. Student teacher demonstrates a lack of consistent teaching performance and needs input from the cooperating teacher in respect to the competency

2 -Fair. Student teacher often fails to demonstrate performance that meets the competency

1 -Poor. Student teacher consistently demonstrates a lack of ability to meet the competency OR consistently demonstrates a lack of effort and ability to meet the competency
PART IB - SUBJECT MATTER KNOWLEDGE & PROCESS (25 points)
Elementary/Secondary General Music

SINGING EXPERIENCES  1 2 3 4 5  NA
Performance Indicators:
• Teacher demonstrates knowledge of the child/adolescent voice
• Teacher demonstrates the ability to teach songs by rote, through the use of notation and through the use of solfege
• Teacher directs unison, two-part, and multi-part singing experiences appropriate for the student’s age and ability
• Teacher utilizes a variety of appropriate literature including folk songs, multi-cultural materials, and traditional works

CLASSROOM INSTRUMENTS  1 2 3 4 5  NA
Performance Indicators:
• Teacher demonstrates proper playing technique on non-pitched percussion instruments
• Teacher demonstrates proper playing technique on pitched instruments (recorder, boom whackers, Orff instruments)
• Teacher uses appropriate accompaniment instruments effectively (piano, guitar, autoharp)
• Teacher incorporates classroom instruments appropriately to further student’s conceptual learning

CREATIVITY AND IMPROVISATION  1 2 3 4 5  NA
Performance Indicators:
• Teacher directs movement activities that encourage creativity
• Teacher demonstrates creativity in a variety of activities (movement, rhythmic improvisation, body percussion, non-pitched and pitched instruments)
• Teacher presents activities that encourage improvisation and composition
• Teacher sets appropriate parameters when assigning improvisation or composition activities

LISTENING  1 2 3 4 5  NA
Performance Indicators:
• Teacher implements listening lessons appropriate for the student’s age and ability
• Teacher provides listening examples from a variety of styles and periods
• Teacher encourages appropriate discussion and evaluation of listening examples
• Teacher demonstrates knowledge of all styles of music (including jazz, pop, rap) by creating effective listening lessons that enhance musical learning

CONCEPTS/SEQUENCING  1 2 3 4 5  NA
Performance Indicators:
• Teacher demonstrates the ability to focus on one musical concept through several different activities during a lesson
• Teacher demonstrates the ability to build upon prior activities and learning when presenting new materials
• Teacher utilizes a variety of activities and materials to present concepts including singing, moving, listening, reading, notating, creating, and playing instruments
• Teacher demonstrates a knowledge of musical and conceptual development in children through selection of appropriate materials and literature
PART IB - SUBJECT MATTER KNOWLEDGE & PROCESS (25 points)
Secondary Choral Music

MASTERY AND USE OF VOICE  1 2 3 4 5 NA
Performance indicators:
- Teacher demonstrates appropriate vocal technique
- Teacher presents choral diction accurately in both English and foreign languages
- Teacher’s knowledge of vocal pedagogy is evident in the choral rehearsal through demonstrations and explanations that help students develop proper vocal technique
- Teacher leads ensembles in appropriate and beneficial vocal warm-up exercises

CONDUCTING TECHNIQUE  1 2 3 4 5 NA
Performance indicators:
- Conductor demonstrates strong leadership and musical artistry on the podium
- Conductor’s right hand gestures display accurate beat patterns
- Conductor’s left hand gestures are refined and independent of right hand
- Conductor gives accurate cues and releases

KEYBOARD SKILLS  1 2 3 4 5 NA
Performance indicators:
- Teacher plays individual parts with pitch and rhythmic accuracy
- Teacher accompanies the choir effectively and with appropriate support and style
- Teacher is able to play basic chord progressions and scales for choral warm-ups
- Teacher effectively accompanies soloists and small groups

LITERATURE AND SCORE STUDY  1 2 3 4 5 NA
Performance indicators:
- Teacher shows knowledge of performance practices from various historical periods and multicultural styles
- Teacher has adequately prepared score with appropriate markings (formal structure, harmonic content and musical interpretation)
- Teacher demonstrates the ability to interpret the score musically and in an appropriate stylistic manner
- Teacher exhibits the selection, planning and preparation of music literature to further the musical development of the ensemble

REHEARSAL TECHNIQUES  1 2 3 4 5 NA
Performance indicators:
- Teacher paces the rehearsal appropriately to ensure effective use of rehearsal time
- Teacher can identify and solve pitch and intonation problems by incorporating appropriate techniques
- Teacher can identify and correct rhythmic inaccuracies by incorporating appropriate techniques
- Teacher demonstrates a variety of strategies that engage the students in the learning process and capture their enthusiasm for choral literature
PART IB - SUBJECT MATTER KNOWLEDGE & PROCESS (25 points)
Instrumental Music

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<td>Teacher demonstrates the ability to interpret the score musically and in an appropriate stylistic manner</td>
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<td>Teacher exhibits the selection, planning and preparation of music literature to further the musical development of the ensemble</td>
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<td>Teacher demonstrates a variety of strategies that engage the students in the learning process and capture their enthusiasm for band and orchestra literature</td>
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<table>
<thead>
<tr>
<th>INSTRUMENT TECHNIQUE/PEDAGOGY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Performance Indicators:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teacher demonstrates knowledge of appropriate tone and tone production for brass, wind, string and percussion instruments.</td>
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<tr>
<td>Teacher demonstrates knowledge of appropriate articulation techniques for brass wind, string and percussion instruments.</td>
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<tr>
<td>Teacher demonstrates knowledge of appropriate fingerings and positions for brass, wind, string and percussion instruments.</td>
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<tr>
<td>Teacher’s knowledge of playing technique is demonstrated by error detection and ability to solve technical and pedagogical problems.</td>
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<table>
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<tr>
<th>ENSEMBLE TECHNIQUES</th>
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<tbody>
<tr>
<td>Performance Indicators:</td>
<td></td>
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<tr>
<td>Teacher demonstrates knowledge of movement and appropriate musical elements utilized in marching band.</td>
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<tr>
<td>Teacher demonstrates an understanding of jazz and commercial music techniques and styles through small ensemble or combo rehearsals.</td>
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<tr>
<td>Teacher displays knowledge of appropriate literature for varying instrumentation and playing abilities.</td>
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<tr>
<td>Teacher demonstrates the ability to model styles and techniques in an appropriate manner through playing, singing, or selecting recorded examples.</td>
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Part II: Evidence of Ability to Reflect on Teaching (46 Points)

Directions: College supervisors establish due dates, describe expectations, and evaluate student teachers’ written reflective exercises.

1. **Student Teaching Journal / Student Observations**
   Student teachers maintain a weekly journal in which they reflect on their experiences. Although each college supervisor will explain journal writing expectations and due dates to students, journals often include an overall summary of each week’s teaching, descriptions of significant events and teaching episodes, reflections concerning professional growth, and teaching questions or concerns. Student teachers must complete a total of five observations within each of their assigned schools. These observations should be completed with teachers other than their cooperating teacher. A brief summary should be written into the above mentioned journal for each required observation. It is recommended that these observation summaries be typed and included in student teaching portfolios. Student teachers need to be able to provide evidence of observations done within a multicultural setting as well as a special education classroom to whatever extent possible.

   Points Possible 10    Points Earned ____

2. **Videotape of Teaching and Written Analysis**
   Student teachers arrange to videotape themselves teaching an entire class or smaller group of students and write a self-analysis of their demonstrated teaching skills and decision-making. The videotape may be made in either student teaching assignment. The student teacher must obtain written permission from the parents/guardians of the students who are videotaped. The cooperating teacher and university supervisor should previously approve all written permission materials sent home to parents that describe the videotaping. A sample letter is provided in the back of this handbook and may be adapted to fit individual classroom needs. In the event that the school does not allow students to be videotaped, student teachers should consult with the college supervisor to receive an alternative written assignment.

   Points Possible 10    Points Earned ____

3. **Goals, Summary Report, and Professional Development Plan**
   Student teachers write a short essay in which they describe their professional goals for the student teaching experience. Toward the end of the student teaching experience, student teachers write a short essay in which they reflect on the overall student teaching experience and describe a professional development plan for the future. Students are encouraged to candidly assess their professional skills and teaching growth, describe the learning that took place during the student teaching experience, and map a plan for continuing professional development. In writing the summary report, students are also encouraged to revisit the student teaching goals that they described at the beginning of the student teaching experience and evaluate their progress toward meeting those goals.

   Points Possible 13    Points Earned _____
4. **P-12 Student Learning Project** (see next pages for detailed instructions)

   In one of their student teaching placements, student teachers provide written evidence of their ability to positively influence their students’ learning by teaching a unit of instruction or implementing a behavioral intervention plan and assessing, documenting, and analyzing the learning outcomes. The written paper will include the following five parts:
   1) Introduction; 2) Pre-Assessment; 3) Unit or Intervention Description; 4) Post-Assessment; 5) Results and Analysis.

   Points Possible 13   Points Earned ______

   ***Grading Reflective Exercises (Supervisors)***

   On the Final Evaluation (STER), Supervisors should add the points earned in each of the above categories. It is important to enter the score earned for each of the categories, not just a total. As each department works toward program improvement and various accreditations, individual category scores are an important piece of the assessment. After evaluating each of the categories separately, please enter the total number of earned points for Part II below. Do not forget to enter the total for Part II on the student teacher’s Final Evaluation Summary Sheet (last page of Final Evaluation).

   Total Points Earned for Part II __________ (out of 46 possible points)
Part II: P-12 Student Learning Project: To Accompany Part II #4 of the Reflective Exercises

Teacher Education Student Learning Outcome

- Deliver effective and appropriate instruction that leads to student learning as evidenced by Domain Three artifacts in professional portfolios and Domain Three evaluations in the Student Teaching Evaluation Report (STER), the P-12 Student Learning reflective exercise (STER), and Category Three of the PDE 430 assessment

Introduction:

It's not enough to say, "I taught it, so my students must have learned it." The purpose of this reflective exercise is to convincingly demonstrate that your teaching resulted in student learning. You will demonstrate P-12 student learning in the form of a written paper with multiple parts. The P-12 Student Learning reflective exercise can be completed in either the first student teaching assignment or the second assignment, but many student teachers choose to include it in their first assignments, so that they can have an opportunity of re-doing it if they are not satisfied with their first attempts.

In consultation with your cooperating teacher and college supervisor, you will select a unit to plan, pre-assess, teach, and post-assess. Or, you will design a behavior intervention and baseline the pertinent behaviors, design and implement a behavioral assessment, and measure and assess the results of the behavioral intervention. You will document the experience in a P-12 Student Learning written paper.

This written paper will be included in your portfolio as an artifact, so please write it carefully with attention to detail (content, organization, editing/proofreading). Because it will be included in your portfolio and may be read by others, please also be careful to protect student confidentiality. One means of maintaining student confidentiality is to use a letter or number system (for example, Student A or Student 1). In writing the paper, attempt to strike an optimistic, student-oriented tone that affirms the belief that student achievement is a teacher's responsibility.

The written paper will include the following five components. 1) You will briefly introduce the focus of your P-12 Student Learning project and the importance of the unit you will teach or the behavioral intervention you will design. You will also write measurable instructional or behavioral objectives to guide your teaching and assessment. 2) You will include some pre-test measure of the students' level of knowledge or performance prior to your unit of instruction or behavioral intervention. 3) Then, you will describe what was taught and the steps you took to try to make sure that all of your learners achieved (with descriptions of how you adapted the instruction to meet the needs of diverse learners including learners with special needs). 4) Next, you will include a post-test measure of student performance that demonstrates what they learned from your teaching or behavioral intervention. 5) Finally, you will graphically demonstrate both group and individual achievement and analyze the results in thoughtful, reflective detail.

Include the following five subheadings to lend organization to your P-12 Student Learning written paper.
Written Paper Section Guidelines:

1) **Introduction.** Describe the unit you will teach or the behavioral intervention you will design. Explain why the focus of your P-12 Student Learning project represents something important for students to learn or be able to do. Present instructional or behavioral objectives for your teaching unit or behavioral intervention. State your objectives in measurable terms. How will you objectively and conclusively know that your objectives were achieved?

Units can be designed for whole class or small group teaching. Most units feature a succession of linked lessons delivered over a time period ranging from several days to several weeks, depending on the grade level and curriculum. An example of this type of unit would be a three week science unit based on Electricity. However, units may also focus on content or skills taught repetitively over time. For example, in a kindergarten classroom, a student teacher might base a P-12 Student Learning project on the students’ mastery of counting to 30 and the names of the days of the week and months of the year being taught through the calendar portion of the daily morning meeting. Behavioral interventions may be designed for use with the whole class, small groups, or individuals. Student teachers completing dual certification in special education may especially want to consider designing, implementing, and assessing behavioral interventions as the focus of their P-12 Student Learning projects.

2) **Pre-Assessment.** Prior to teaching the unit or implementing the behavioral intervention, the student teacher must pre-assess the students’ levels of knowledge, skills, or behaviors. The pre-assessment has two purposes. It will give you important information to help you in planning your unit or intervention. And, it will give you baseline data against which to measure student learning after the unit has been taught or the behavioral intervention has been completed.

Although it is not the only way to assess students, many student teachers find that a form of pre-test and post-test design works well to measure student achievement. When teaching units, most student teachers choose to assess learning by designing tests, structured interviews, or performance tasks (such as recording individual student performance to flashcard presentations). But, the pre-tests and post-tests do not necessarily have to involve tests. They might also include other alternative forms of demonstrated student learning. It will be up to you to decide what you will assess and how you can best design the assessments.

In the case of behavioral interventions, it will be important to record baseline data of the frequency and severity of the problem behaviors of interest. Usually, instead of using a pre-test and post-test design, student teachers will want to record ongoing assessments of the behaviors throughout the intervention period to determine whether the intervention is producing the intended effect of reducing or eliminating the problem behaviors.

Please include actual copies of your pre-assessments and post-assessments. Please also include any checklists or rubrics used in evaluating student performance. (You may find that they can be briefly described in the text of your written paper and then included in their entirety in an appendix.)

3) **Unit or Intervention Description.** Describe the content and methodology of your unit or behavioral intervention. The description of the unit or intervention may take whatever form you would like. Some student teachers include actual lesson plans that guided the teaching of the unit. Others carefully describe their teaching using a paragraph style.
Your unit or intervention should be clearly centered on promoting student learning. Units should be designed using the assumption that all students can learn when appropriately taught. So, it will be important for you to describe the ways in which you adapted instruction to meet the learning abilities and needs of your students including, but not limited to, your students with special needs and English Language Learners. Please describe your unit in sufficient detail so that a reader can clearly understand the duration of the unit, what you taught, and the various methodologies, materials, technologies, and grouping strategies you employed. In the case of a behavioral intervention, please describe the length and nature of the intervention, the ways in which it might have evolved over time, and the system of rewards you designed.

4) **Post-Assessment.** As was the case with the pre-assessment, describe your post-assessment of student learning and include an actual copy of any tests, structured interviews, etc. that you used to assess the outcomes of your teaching. When a pre-test and post-test design is employed, it is acceptable to use a single test given both before and after unit teaching to measure student learning.

5) **Results and Analysis.** The results and analysis section is the most important section of the entire P-12 Student Learning written paper, so carefully consider the ways in which you can best demonstrate the student learning that resulted from your teaching. You will need to present your students’ pre- and post-teaching performances in ways that will permit comparisons and which demonstrate their learning growth.

Many student teachers use frequency charts, pie charts, and/or bar graphs to report score gains of the group and the score gains of each individual student. It will be up to you to decide how you can do this most clearly and convincingly. Then, in paragraph form you should analyze the data and discuss the results. How well did your students learn and how do you know? If you designed and implemented a behavioral intervention, how did your student(s)’ behaviors improve over the course of your intervention?

It will also be important to discuss any instances where the group or selected students either failed to learn or did not meet your expectations. Why might that have happened or what factors might have contributed to the lower than expected results? What could you have done differently to have gotten a better result? If selected students underperformed, describe what you might have done to re-teach the material or assist students in coming up to mastery levels. Even if you did not have time or an opportunity to actually implement the re-teaching, present a plan that details what you might have done. We never want to say, “Oh well, most of my students learned it, so that’s good enough.” Include a closing paragraph in which you briefly summarize your P-12 Student Learning project and highlight the ways in which your results clearly demonstrate that you positively affected student learning.
Part II: Additional Music Guidelines  
P-12 Student Learning Project: Part II #4 of the Reflective Exercises

1. **Lesson Plans/Rehearsal Plans**  
Create and write plans for each lesson or rehearsal. Use a format agreed upon between you and your cooperating teacher, or from your methods courses; be consistent in your written formats.

2. **Unit Plan**  
   a. **Secondary Instrumental/Choral** – Write a complete rehearsal plan (from sight-reading to performance) and analysis for one piece you will rehearse with your ensemble. Specific analysis requirements include:
      i. Text (choral)  
      ii. Form  
      iii. Melody/Harmony  
      iv. Rhythm/Tempo  
      v. Texture/Relationship of Parts  
      vi. Dynamics  
      vii. Historical Background  
      viii. Conducting Considerations  
      ix. Expressive Issues
   b. **Elementary General** – Select one grade level and write a 4-6 week sequence of lesson plans that address one or two concepts appropriate for the selected level.
   c. **Elementary Instrumental** – Select one instrument and write a 6-lesson sequence that addresses proper technique and basic musicianship issues (rhythm, note reading, etc.)

3. **Student Assessment**  
   a. Develop an assessment plan to chart your students’ progress during your student teaching experience. Select assessment strategies from the list below, or create your own methods of assessment.
      i. Written tests/quizzes  
      ii. Documented observations  
      iii. Checklists  
      iv. Student Journals  
      v. Audio taped lessons/performances  
      vi. Worksheets/other written work  
      vii. Teacher evaluations  
      viii. Student evaluations  
      ix. Peer evaluations  
      x. Informal evaluations/question - answer, discussions
   b. Write a reflective statement describing your students’ progress during each student teaching assignment. Include tapes, artifacts, and examples of students’ work to validate your comments. Any assessment methods you choose to use must be included in each lesson plan and in your unit plan.
# Student Teacher Evaluation Report Summary

Student Teacher Name: ________________________________

<table>
<thead>
<tr>
<th>Part IA – Domains and Their Performance Indicators</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Planning and Preparation (36 points)</td>
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</tr>
<tr>
<td>Domain 2: The Classroom Environment (30 points)</td>
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</tr>
<tr>
<td>Domain 3: Instruction (30 points)</td>
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<tr>
<td>Domain 4: Professional Responsibilities (36 points)</td>
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<table>
<thead>
<tr>
<th>Part IB – Subject Matter Knowledge and Process (25 points)</th>
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</table>

| Part II – Reflective Activities (46 points) | _____ |

**TOTAL POINTS (203) | _____**

______ Mid-placement Evaluation  ______ Final Evaluation

University Supervisor ___________________________________________ Date ___________

I acknowledge this evaluation was discussed with the university supervisor.

Student Teacher ______________________________________________ Date ___________

Cooperating Teacher __________________________________________ Date ____________

**Final Evaluation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>189-203</td>
<td>93%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>183-188</td>
<td>90%-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>174-182</td>
<td>86%-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>168-173</td>
<td>83%-85.9%</td>
</tr>
<tr>
<td>B-</td>
<td>162-167</td>
<td>80%-82.9%</td>
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<tr>
<td>C+</td>
<td>152-161</td>
<td>75%-79.9%</td>
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<tr>
<td>C</td>
<td>142-151</td>
<td>70%-74.9%</td>
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<td>C-</td>
<td>136-141</td>
<td>65%-69.9%</td>
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<tr>
<td>D</td>
<td>126-135</td>
<td>60%-64.9%</td>
</tr>
<tr>
<td>F</td>
<td>141 points and below</td>
<td>below 70%</td>
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</table>
Mansfield University Music Department  
*Student Teacher Evaluation Summary*

The following is a summary of the student teacher evaluation report.

**Name ________________________________ Semester/Year _____________ University Supervisor ___________________________**

**DOMAINS - PERFORMANCE INDICATORS**

<table>
<thead>
<tr>
<th>PLANNING &amp; PREPARATION – 6 points each</th>
<th>INSTRUCTION – 6 points each</th>
<th>SUBJECT MATTER KNOWLEDGE &amp; PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content Knowledge _____</td>
<td>A. Communication</td>
<td>A. Mastery and Use of Voice _____</td>
</tr>
<tr>
<td>B. Knowledge of Students _____</td>
<td>B. Questioning/Discussion</td>
<td>B. Conducting Technique _____</td>
</tr>
<tr>
<td>C. Instructional Goals _____</td>
<td>C. Engaging Students</td>
<td>C. Keyboard Skills _____</td>
</tr>
<tr>
<td>D. Knowledge of Resources _____</td>
<td>D. Providing Feedback</td>
<td>D. Literature and Score Study _____</td>
</tr>
<tr>
<td>E. Designing Instruction _____</td>
<td>E. Flexibility/Responsiveness</td>
<td>E. Rehearsal Techniques _____</td>
</tr>
<tr>
<td>F. Assessing Learning _____</td>
<td></td>
<td>PROFESSIONAL RESPONSIBILITIES – 6 points each</td>
</tr>
</tbody>
</table>

**CLASSROOM ENVIRONMENT – 6 points each**

| A. Respect and Rapport _____        | A. Reflecting on Teaching  |
| B. Culture for Learning _____       | B. Maintaining Records     |
| C. Managing Procedures _____        | C. Communicating with Families|
| D. Managing Behavior _____          | D. Contributing to School/District |
| E. Organizing Space _____           | E. Growing and Developing  |
| F. Showing Professionalism _____    |                             |

**CHORAL MUSIC – 5 points each**

| A. Mastery and Use of Voice _____  |
| B. Conducting Technique _____      |
| C. Keyboard Skills _____           |
| D. Literature and Score Study _____|
| E. Rehearsal Techniques _____      |

**INSTRUCTION – 6 points each**

| A. Communication _____            |
| B. Questioning/Discussion _____   |
| C. Engaging Students _____        |
| D. Providing Feedback _____       |
| E. Flexibility/Responsiveness _____|

**PROFESSIONAL RESPONSIBILITIES – 6 points each**

| A. Reflecting on Teaching _____ |
| B. Maintaining Records _____    |
| C. Communicating with Families  |
| D. Contributing to School/District|
| E. Growing and Developing _____ |
| F. Showing Professionalism _____ |

**CHORAL MUSIC – 5 points each**

| A. Mastery and Use of Voice _____  |
| B. Conducting Technique _____      |
| C. Keyboard Skills _____           |
| D. Literature and Score Study _____|
| E. Rehearsal Techniques _____      |

**REFLECTIVE ACTIVITIES – 46 points**

**Final Evaluation**

| A= 189-203 points (93-100%) | A-=183-188 points (90-92.9%) | B+=174-182 points (86-89.9%) | B=168-173 points (83-85.9%) | B-=16-167 points (80-82.9%) | C+=152-161 points (75-79.9%) | C=142-151 points (70-74.9%) | F=141 points and below (below 70%) |

I give my permission to have this sheet included in my Mansfield University Placement folder and to have it distributed to prospective employers.

Signed ___________________________ Date ___________________________
Mansfield University Music Department

Student Teacher Evaluation Summary

The following is a summary of the student teacher evaluation report.

Name ________________________________ Semester/Year _____________ University Supervisor ___________________________

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<tbody>
<tr>
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<td>PROFESSIONAL RESPONSIBILITIES –</td>
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<td>REFLECTIVE ACTIVITIES – 46 points</td>
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<th>Content Knowledge</th>
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